



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5821 West Beverly Lane, Glendale, AZ 85306

Partnership with Parents, Inc., dba Desert Heights Charter School

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Mark Jiles
Schedule : 07:00 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 384
Web Address : www.dhcs-pwpinc.com
Phone Number : (602) 896-2900
Fax Number : (602) 467-9540
E-mail : mjiles@dhcs-pwpinc.com

Mission

Use site-based, collaborative decision making and Effective Schools Correlates to ensure that all students meet and exceed state learning objectives to the best of their ability. Establish and maintain strong, viable home-school relationships.

School / Academic Goals

- ü It is our goal that ALL students will meet or exceed Arizona State Standards in Reading, Mathematics, and Writing, as measured by the AIMS test.
- ü To provide educational programs that meet the needs of our widely diversified student population, as measured by parent survey results. Our goal is for 75% of parents to show they are 'extremely satisfied' with the school.
- ü To maximize ALL students ability to learn and perform at their best academically by evaluating instructional styles, differentiating instruction and assessing the effectiveness of teaching strategies.

Enrollment

October 1, 2004 School Year Student Enrollment : 359
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 435

Instructional Programs

- ü Full-Day Kindergarten
- ü Gifted Program
- ü Integrated Technology
- ü Rigorous Standards-Based Curriculum
- ü Odysseyware Educational Software
- ü Houghton/Mifflin Invitations to Literacy
- ü SRA Horizons/Corrective Reading
- ü Saxon Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

To meet the needs of all children by creating an environment that allows all children to achieve their full potential. To instill a life-long love of learning in our students. To promote high rates of student attendance and on-time arrivals.

Parents

To actively support and uphold the academic programs, policies and procedures, school goals, staff, and students of our learning community. To act as a positive role model. To strive to bring students to school on time every day.

Transportation Policy

Parents are responsible for transporting their children to and from school. However, we will soon implement a transportation system that assists families with transporting their children to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü One Teacher Nominated for Channel 3 Silver Apple Award	2004
ü Three Teachers Nominated for Disney's Tchr. of Year	2002
ü Five Third Graders Honored in Glendale Poster Contest	2002
ü Three Athletes Received AZ Cardinals Camp Scholarships	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	79306	100	100	99	449	449	445	3	3	10	18	18	18	70	70	51	9	9	20
All Students (Prior Year)	50	50	75509	98	98	100	520	520	521	6	6	13	23	23	23	42	42	33	29	29	31
Female	21	21	38691	100	100	99	453	453	446	0	0	10	11	11	18	83	83	52	6	6	20
Male	18	18	40583	100	100	99	445	445	445	7	7	11	27	27	18	53	53	50	13	13	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	27	27	36197	100	100	99	454	454	463	0	0	5	17	17	11	71	71	53	13	13	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	33	33	69060	94	94	98	453	453	454	0	0	7	15	15	17	74	74	54	11	11	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	18	18	39415	95	95	96	436	436	431	7	7	15	20	20	25	73	73	50	0	0	10
Non-Economically Disadvantaged	21	21	39966	100	100	100	461	461	459	0	0	6	17	17	12	67	67	52	17	17	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	79395	100	0	99	451	451	446	6	6	9	24	24	25	58	58	55	12	12	11
All Students (Prior Year)	50	50	75492	98	98	100	517	517	519	10	10	12	17	17	16	46	46	47	27	27	24
Female	21	21	38743	100	0	100	465	465	451	6	6	7	11	11	24	61	61	57	22	22	12
Male	18	18	40618	100	0	99	433	433	440	7	7	11	40	40	27	53	53	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	27	27	36221	100	0	99	458	458	465	4	4	4	21	21	15	58	58	63	17	17	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	33	33	69139	94	0	99	454	454	454	4	4	7	26	26	24	56	56	58	15	15	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	18	18	39484	95	0	96	442	442	429	13	13	14	27	27	35	47	47	47	13	13	4
Non-Economically Disadvantaged	21	21	39986	100	0	100	458	458	461	0	0	4	22	22	16	67	67	63	11	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	78869	100	100	99	457	457	442	0	0	6	15	15	21	82	82	63	3	3	10
All Students (Prior Year)	50	50	75053	98	98	99	585	585	597	4	4	7	13	13	12	77	77	72	6	6	9
Female	21	21	38536	100	100	99	471	471	458	0	0	4	11	11	15	83	83	67	6	6	14
Male	18	18	40302	100	100	99	440	440	428	0	0	8	20	20	26	80	80	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	27	27	36078	100	100	99	461	461	459	0	0	4	13	13	16	83	83	66	4	4	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	33	33	68697	94	94	98	463	463	454	0	0	4	11	11	18	85	85	67	4	4	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	18	18	39106	95	95	95	451	451	427	0	0	8	20	20	28	73	73	59	7	7	5
Non-Economically Disadvantaged	21	21	39837	100	100	100	462	462	457	0	0	4	11	11	14	89	89	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78906	100	100	99	516	516	498	7	7	13	0	0	19	73	73	48	20	20	20
All Students (Prior Year)	36	36	76019	100	100	100	487	487	499	11	11	14	54	54	39	9	9	14	26	26	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	10	10	40236	100	100	99	523	523	497	0	0	15	0	0	19	75	75	46	25	25	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	17	17	36483	100	100	99	516	516	517	7	7	7	0	0	13	73	73	51	20	20	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	16	16	68310	94	94	98	523	523	509	0	0	9	0	0	18	77	77	51	23	23	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	15	15	40295	100	100	100	517	517	513	8	8	7	0	0	13	69	69	50	23	23	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78908	100	0	99	505	505	484	0	0	10	7	7	23	87	87	58	7	7	9
All Students (Prior Year)	36	36	76020	100	100	100	496	496	503	34	34	25	17	17	23	43	43	40	6	6	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	10	10	40233	100	0	99	503	503	479	0	0	12	0	0	25	100	100	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	17	17	36502	100	0	99	505	505	502	0	0	4	7	7	14	87	87	67	7	7	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	16	16	68312	94	0	98	507	507	493	0	0	7	0	0	21	92	92	62	8	8	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	15	15	40315	100	0	100	503	503	498	0	0	5	8	8	15	85	85	66	8	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78750	100	100	99	525	525	500	0	0	6	27	27	29	73	73	63	0	0	2
All Students (Prior Year)	36	36	75673	100	100	100	504	504	530	14	14	12	31	31	25	54	54	58	0	0	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	10	10	40135	100	100	99	517	517	486	0	0	8	38	38	35	63	63	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	17	17	36440	100	100	99	525	525	516	0	0	3	27	27	22	73	73	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	16	16	68196	94	94	98	523	523	513	0	0	3	23	23	25	77	77	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	15	15	40260	100	100	100	531	531	514	0	0	3	23	23	21	77	77	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	78250	100	100	99	548	548	548	12	12	21	24	24	18	59	59	48	6	6	13
All Students (Prior Year)	26	26	75001	100	100	99	470	470	468	40	40	37	40	40	36	15	15	16	5	5	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	15	15	40126	100	100	99	551	551	547	18	18	23	18	18	17	55	55	46	9	9	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	18	18	38320	86	86	99	548	548	568	14	14	12	21	21	14	57	57	55	7	7	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	20	20	68996	100	100	99	553	553	561	6	6	16	25	25	18	63	63	52	6	6	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	13	13	44937	100	100	100	559	559	561	9	9	13	18	18	15	64	64	54	9	9	18

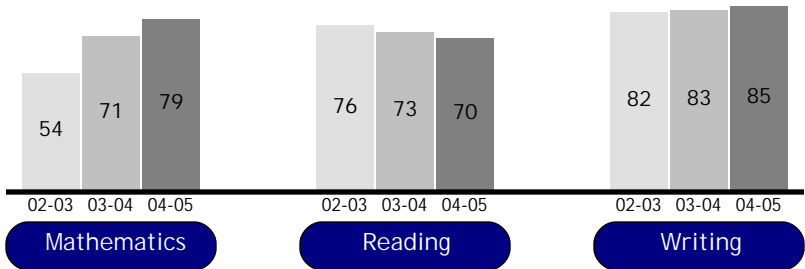
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	78302	100	0	99	515	515	512	0	0	11	24	24	25	76	76	57	0	0	7
All Students (Prior Year)	26	26	74918	100	100	99	491	491	497	35	35	32	15	15	19	45	45	35	5	5	15
Female	NC	NC	38082	NC	NC	99	NC	NC	518	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Male	15	15	40166	100	0	99	513	513	507	0	0	14	27	27	26	73	73	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	18	18	38347	86	0	99	520	520	531	0	0	5	14	14	17	86	86	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	20	20	69024	100	0	99	517	517	524	0	0	7	19	19	23	81	81	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	13	13	44979	100	0	100	517	517	525	0	0	6	27	27	18	73	73	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	78094	100	100	99	533	533	545	6	6	3	12	12	18	82	82	77	0	0	2
All Students (Prior Year)	26	26	74503	100	100	99	518	518	491	0	0	9	20	20	32	75	75	51	5	5	8
Female	NC	NC	38025	NC	NC	99	NC	NC	558	NC	NC	2	NC	NC	13	NC	NC	82	NC	NC	2
Male	15	15	40013	100	100	99	515	515	534	9	9	5	18	18	23	73	73	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	18	18	38265	86	86	99	542	542	564	0	0	2	14	14	11	86	86	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	20	20	68892	100	100	98	536	536	559	6	6	2	6	6	14	88	88	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	13	13	44871	100	100	100	532	532	559	9	9	2	0	0	12	91	91	84	0	0	3

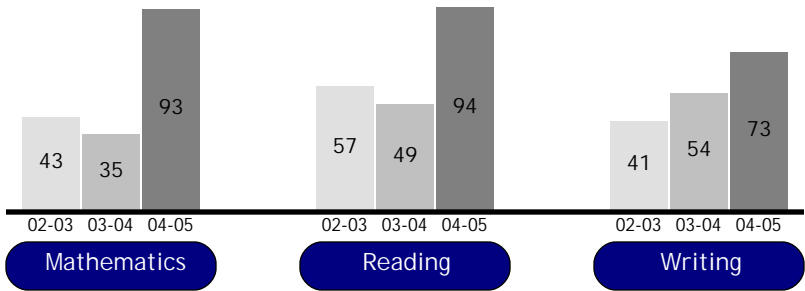
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

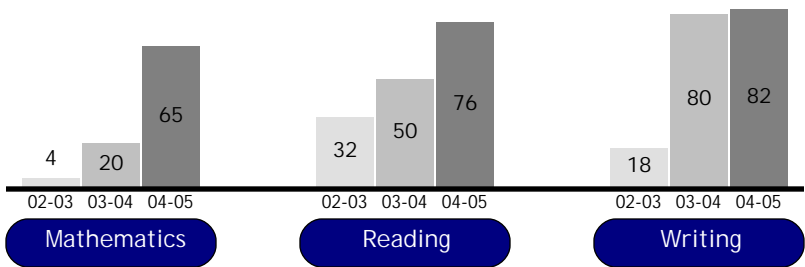
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	40	--	50	96	57	NA	58	100	41	41	47
	Language	100	41	--	43	100	52	52	50	100	41	41	47
	Mathematics	100	43	--	57	100	49	49	64	100	46	46	50
3	Reading	100	55	--	47	96	55	NA	55	100	43	43	44
	Language	100	58	--	54	96	62	62	61	100	42	42	44
	Mathematics	100	48	--	54	96	59	59	61	100	50	50	51
4	Reading	100	53	--	52	100	63	NA	56	100	53	53	48
	Language	97	46	--	48	100	56	56	52	100	51	51	49
	Mathematics	97	53	--	57	100	63	63	61	100	60	60	53
5	Reading	100	55	--	50	100	52	NA	55	100	65	65	50
	Language	100	43	--	46	100	40	40	49	100	60	60	50
	Mathematics	100	57	--	57	100	57	57	63	100	52	52	49
6	Reading	100	63	--	53	90	59	NA	56	100	45	45	51
	Language	100	51	--	45	93	48	48	48	100	43	43	47
	Mathematics	100	59	--	62	93	56	56	66	100	50	50	52
7	Reading	95	49	--	51	87	61	NA	54	100	52	52	50
	Language	100	47	--	54	90	59	59	58	100	50	50	52
	Mathematics	100	45	--	58	90	44	44	62	100	46	46	50
8	Reading	100	54	--	53	100	45	NA	55	100	50	50	51
	Language	100	43	--	49	100	33	33	52	100	43	43	50
	Mathematics	100	31	--	58	100	41	41	61	100	51	51	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Heights Charter School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- ü Safe and Orderly Environment Task Team
- ü High Expectations Task Team
- ü Frequent Assessment Task Team
- ü Home-School Relations Task Team
- ü Strong Instructional Leadership TaskTeam
- ü Opportunity to Learn /Time On Task Team

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	23.50
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	4	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	1	0	0
10 or more years	4	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	55
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

- ü Library/Computer Lab
- ü Additional Computer Lab/6th-8th Grade
- ü Outdoor Amphitheater
- ü 2 Playgrounds/Basketball/Volleyball

Extracurricular Activities

- ü Student Council
- ü Cooking Club
- ü Cub/Boy Scouts/Brownies/Girl Scouts
- ü Drama Club
- ü Football/Basketball/Volleyball
- ü Cross Country
- ü Softball
- ü Chess/Karate/Gymnastics Clubs

Social Services

- ü DES Assistance (Before and After Care)
- ü Adult Education/Parent Academy Classes
- ü Federal Free and Reduced Meals Program
- ü City of Glendale Rapid Responder Prog.
- ü Contracted Educational Services
- ü Private Preschool
- ü Full-Time School Health Assistant
- ü Student Community Service Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Several of our students have won recognition for submissions in valley art, essay, and poetry competitions.

- ü Desert Heights is one of the first schools in Glendale to participate in the City of Glendale's new Rapid Responder emergency response program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	29	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A 'Safe and Orderly Environment Task Force' comprised of staff/parents focuses on this area. The B.A.D. award is given weekly to all students who meet the criteria. Winners make ceramic tiles with their hand prints that are used to decorate the school. Monthly and quarterly awards ceremonies honor Students of the Month, honor roll and Principal's scholar students and recognizes other accomplishments worthy of distinction. A dress code for students (uniforms) encourages appropriate behavior.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mark Jiles	(602) 896-2900
Transportation Policy	Nancy Glasmann	(602) 896-2900
Community Resources	Mark Jiles	(602) 896-2900
School Nutrition Programs	Susan Moreno	(602) 896-2900
Parent Organization	Cindy Johnson	(602) 896-2900
Student Health/Nurse	Gloria Aparicio	(602) 896-2900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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